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„GEORGE EMIL PALADE”  
DINTĂRGU MUREȘ

# INFUSSE

## *digital eNtrepreneurial Skills For UniverSity Education*



### COOPERATION PARTNERSHIPS (KEY ACTION 2)

**AGREEMENT NUMBER 2021-1-EL01-KA220-HED-000032028**

<b>Activity</b>	<b>PR2:</b> INFUSSE Educators' Training Path (digital skills, tools and guidelines to "train-the-trainers")
<b>Deliverable lead</b>	UMFST
<b>Authors</b>	UOM, KINNO, UMFST, ICEBERG, CUE, CREATEHUB
<b>Abstract</b>	<p>The present report is produced under PR2 comprising of the following INFUSSE activities:</p> <ul style="list-style-type: none"> <li>PR2/A1: Development of Educators' Training path to set up the train-the-trainer programme and its requirements, structure, tools, material specifications.</li> </ul>



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## Introduction

Development of Educators' Training path is the main goal of the PR2 activity, through which educators can develop their digital skills (both teaching and assimilation) as a result of the needs and the learning objectives identified following the activities according to PR1.

The PR2 aims at “building” digitally-competent and confident educators to set up and run the INFUSSE Digital Entrepreneurship “Virtual Incubation Program” as facilitators coaches and mentors for the participants (students & graduates).

The identification performed in PR1 was done through statement-based questionnaires and/or implement semi-structured interviews with key stakeholders and desktop research. For the identification of Digital Entrepreneurial Education needs in Greece, Romania and Poland the three following categories of stakeholders were targeted:

- HEI incubators, business incubators, accelerators, networks of business angels, EIT, digital innovation hubs and other support structures, networks etc.
  - Educators working in those organizations and offering services
  - Alumni / Student/ graduates who have participated in incubation/acceleration programs.
- Following the needs analysis and best practices elaboration of PR1, a fully digital Integrated Incubation and Training Program has to be designed to help educators in gaining knowledge and digital skills according with their needs.

## Connection to PR1

According to PR1/A4: "Digital Entrepreneurial Education stakeholders needs analysis", the needs of educators were identified in terms of the process and level of digitization in general, as well as in the field and method of teaching to learners, in particular.

The qualitative analysis of the answers received following the application of the educators needs' questionnaire (PR1/A4: "Digital Entrepreneurial Education" stakeholders needs analysis) led to the following situation within the 3 countries (Greece, Romania and Poland), according to Table 1:

**Table 1. Digital Entrepreneurial Education needs of the educators in Greece, Romania and Poland**

Partner's Country	Main Challenges	Main Recommendations	Main Expectations
<b>Greece</b>			
<b>Educators</b>	lack of interest and focus from the side of the participants	cultivation of the culture to the teaching methods in order to inspire the students the obstacles in the communication and willingness of students to open up that should be taken into consideration to a potential digital format of an incubation/ acceleration program	digital transformation of the program, to create bigger interest of young people, improve the process, offer more flexibility and utilize technology as a tool for startups to solve problems
<b>Organizations</b>	More active online networking activity Lack of entrepreneurial skills	Introduce a networking Train Entrepreneurship subjects	Develop courses about entrepreneurship and create an environment which facilitate networking
<b>Romania</b>			
<b>Educators</b>	Activities reporting according to the European reporting requirements	focus should be on shaping clear topics and outcomes, creating an engaging learning experience, and having a	online tool to agree schedules



	Establishing and following a reliable calendar for all participants	meaningful evaluation methodology	
<b>Organizations</b>	A lack of skilled trainees with innovative ideas The development of start-ups	Develop materials about innovation, start-ups and business creation	Engaging materials on the described fields of interest.  Materials are created with a structure to facilitate learning and be engaging
<b>Poland</b>			
<b>Educators</b>	setting the timeframes that would suit every participant's schedule	training on digital communication	Digital skills and business models
<b>Organizations</b>	Implementation of the program in the digital format Shortage of specialized workers	Make learning more flexible	Digitalize training materials

In order to solve the needs identified in PR1, the didactic materials found on the platform to which educators will have access, come to fill these needs. The topics addressed throughout the 6 modules come with detailed and concrete information, which addresses the possibility of digitizing a business from the idea stages to the actual establishment, as well as its subsequent management. The structure of the courses is adapted to the needs of educators.

Therefore, after completing the 6 modules, educators should be able to satisfy their needs identified following the questionnaire from PR1 activities and apply the knowledge gained with learners (students, pupils, graduates, etc.).

The structure of the courses is adapted to the need of organizations, too. Specialized educational topics are related and designed to cover customers' needs. Topics like Entrepreneurships, Innovation, Start-ups and Business creation are considered relevant to the organizations to be trained and were included in the learning modules.

Organizations also point to the need for more flexibility, which we address by making the training material accessible in a digital format.

## Overall description

### Aims

1. Equipping educators with subject matter expertise with training design and facilitation skills to effectively and efficiently deliver the INFUSSE virtual incubation programme.
2. Develop digital competencies of educators in delivering hard and soft skills upgrading sessions towards digital entrepreneurship (ICT/digital skills needed for trainers & tools; groups facilitation, group dynamics, experiential learning).
3. Enable educators to become INFUSSE Master trainers to facilitate our innovative virtual learning experience dedicated to digital entrepreneurship.
4. Improve the learning experience and flexibility by providing digital materials which can be downloaded and studied at their own pace.
5. Ensure enlarged opportunities to study the treated subjects, by adding additional sources in each module.

### Requirements of the educators

The target group needs to have a Bachelor degree.

### Target group

The project has specifically the following target groups:

- ✓ tutors,
- ✓ PhD students,
- ✓ personnel of university incubators,
- ✓ staff of HEIs' career development services.

At least 30 educators will participate in the INFUSSE Program for Digital Entrepreneurship (minimum 10 educators per country), in the context of PR6, where they will benefit from training and pedagogical tools, in accordance with their needs, in order to increase their digital skills .

The contents will be useful for several actors such as public or private incubators, networks, clusters and business support organizations providing services such as training, economic development support and workshops' animation, that can benefit from the modules in increasing their own level of knowledge and enriching their preexisting contents.



## Course structure

The course consists of 25-hour of e-learning, built on modules, tools, and didactic materials. The e-learning modules will be followed by a face-to-face session, focusing on content and didactic elements. At the end of the face-to-face session, the participants will leave their feedback related to the e-learning courses.

### Modules:

1. Digital entrepreneurship fundamentals; Technological innovation utilization; ICT/digital skills and tools needed for trainers

#### **Digital entrepreneurship fundamentals**

This chapter aims to introduce the context of digital entrepreneurship, entrepreneurial mindset, and entrepreneurial opportunities. To achieve this, we explore the digital entrepreneurship term and its relationship with digital technologies. In the next section, we focus on entrepreneurs and the main element of the entrepreneurial mindset. Finally, we propose different ways and encourage entrepreneurs to answer different questions to elaborate on their entrepreneurial opportunity.

#### **Technological innovation utilization**

The aim of this chapter is to help trainers understand the term innovation and define what innovation is and what it is not. In addition, we summarize the different sources for innovation and shed light on the innovation opportunities that can be developed by the various connections between the sources. Finally, we define technology innovation, the incorporated terms like product innovation and process innovation, and the triggers that force organizations to be technologically innovative.

#### **ICT/digital skills and tools needed for trainers**

The aim of this chapter is to summarize some of the necessary digital and non-digital skills that trainers must have. The proposed digital skills are segmented into 3 categories: planning and management, considering learning preferences and cultural learning styles, and cultivating a collaborating environment. Finally, we present a digital communication platform and the key features that can be used by trainers to promote communication and networking in their training programs.

2. Groups facilitation; Group dynamics; Experiential learning

#### **Groups facilitation**

This chapter aims to introduce the concept of groups facilitation and ensure a better understanding of the facilitation principles and techniques.





## **Group dynamics**

This chapter aims to introduce the concept of group dynamics and to describe the teams development model.

## **Experiential learning**

This chapter aims to introduce the concept of experiential learning and ensure a better understanding of the experiential learning principles.

### **3. Leadership; Creative thinking; Mind mapping; Agile methodologies; Design thinking**

#### **Leadership**

This chapter aims to introduce the context of leadership. To achieve this, we explore the leadership term and its relationship with teaching and learning activities. In the next section, we focus on delimiting leadership timeline and its usefulness in the management field. We also provide types of dimensions of leadership and offer several resources to explore the usefulness of the method.

#### **Creative thinking**

This chapter aims to introduce the context of creative thinking. To achieve this, we explore the creative thinking concept and its relationship with teaching and learning activities. In the next section, we focus on delimiting creative thinking timeline and its usefulness in the education field. We also provide the method and methodology of creative thinking as well as a model of creative thinking and offer several resources to explore the usefulness of the method.

#### **Mind mapping**

This chapter aims to introduce the context of mind mapping. To achieve this, we explore the mind mapping term and its relationship with teaching and learning activities. In the next section, we focus on delimiting mind mapping timeline and its usefulness in the education field. We also provide an example of how a mind map can be created and offer several resources to explore the usefulness of the method.

#### **Agile methodologies**

This chapter aims to introduce the context of agile methodologies. To achieve this, we explore the agile term and its relationship with education or management field. In the next section, we focus on delimiting agile methodology usefulness in different fields of activity. We also provide three examples of agile methodologies (its advantages and methodologies) and offer several resources that better explain the concept.

#### **Design thinking**



This chapter aims to introduce the context of design thinking. To achieve this, we explore the design thinking concept and its relationship with teaching and learning activities. In the next section, we focus on delimiting design thinking usefulness in the education or management field. We also provide an example of how design thinking works and offer several resources to explore the usefulness of the method.

#### 4. Open Innovation; Innovation Management; Business modeling; Strategic planning; Business incubation; Innovative ecosystem and networks

##### **Open Innovation**

The scope of the section is to introduce the term of Open Innovation, explain the differences between the traditional innovation and the OI, to describe the OI business models and explain the process of implementing open innovation.

##### **Innovation Management**

This section aims at introducing the innovation management concept. To achieve this, we will explore the definition of innovation, the forms of innovation, the innovation strategy and process for businesses and the way that we can manage innovation. We will also explore the relationship between knowledge management and innovation. We will also look at the knowledge management cycle as well as some Knowledge Management tools that are useful for the preservation of knowledge in companies.

##### **Business modeling**

This module will support us in the understanding of the definition of business models, the key components and characteristics. It will also introduce the business model canvas and provide us with guidelines on how to develop our own business model.

##### **Strategic planning**

This topic sheds light on the difference between two terms ‘goal’ and ‘strategy’ as well as ‘strategic plan’ and ‘strategic planning process’. The importance of strategic planning to entrepreneurs and intrapreneurs is also explained.

##### **Business incubation**

The section aims at introducing the business incubation importance, defining the main characteristics of business incubators, describing the services offered to entrepreneurs and highlighting the differences between the business incubators and business accelerators.

##### **Innovative ecosystem and networks**

This module has been written to provide a basic understanding and introduction to Networking & Clustering. On completion of this module, the trainee will be familiar with the functions and attributes of networking & clustering activities and main innovation actors.



## 5. Technology transfer; Intellectual property; Business strategy; International management

### **Technology transfer**

This chapter aims to introduce the trainers and students to the concept of technology transfer as a driving tool for innovation and business development and sustainability. In the context of digital entrepreneurship, the topics inside technology transfer would allow the young entrepreneurs to understand the importance of having a clear path regarding the methodology of developing novel products and services that they would later bring to market and eventually license to other business partners or acquiring technology already available on the market in order to support their business idea.

Besides the basic concepts, we will also explain the process behind a technology transfer and phases such a process implies. We will also provide a series of context examples in which technology transfer can operate.

### **Intellectual property**

This chapter aims to introduce the trainers and students to the concept and practice of intellectual property as one of the most important and often overlooked by young entrepreneurs. We will also cover the different forms of intellectual rights and basic information on the necessary steps to apply for securing property rights within the EU.

### **Business strategy**

This document provides a basic introduction to the concept of business strategy, specifically focusing on strategic management which includes strategic thinking and planning. Business strategy entails adjusting an organization to suit its business surroundings. Strategic management, which is intricate and constantly evolving, guides the entire organization and involves creating and executing strategies that are deemed appropriate by the companies to achieve their objectives.

### **International management**

In this document, you will find a fundamental overview of International Business Management, which refers to the management and operation of a business that spans multiple countries. This field entails examining various business functions, including finance, marketing, operations, and human resources, within the framework of international markets and the intricate cultural and political disparities that arise. In today's interdependent world, where businesses face multifaceted global challenges, the study and practice of international business management are essential for businesses to prosper and flourish.

## 6. Business creation; Innovation mind-set; Start-up businesses.

### **Business creation**



The aim of this section is first of all to explain the process of business creation and discuss its essential elements.

The main purpose is also to set you on a path that will increase your chances of business success.

### **Innovation mind-set**

The aim of this section is first of all to explain the process of innovation mindset and discuss its essential elements.

The main purpose is also to show you the steps that you can take to implement an innovation mindset within your business.

### **Start-up businesses.**

The aim of this section is first of all to explain what start up businesses are.

The main purpose is also to show you the steps that you can take to create your own startup.

At the end of the courses a feedback session will follow, in order to collect information from educators about the e-learning platform, didactical materials and tools.

Materials can be studied on the learning platform or downloaded. Videos can be watched online on the platform or on Youtube.

The module template is presented in the Appendix 1.

## **Educators' evaluation**

Educators will be evaluated at the end of the 25 hours of e-learning. Each module will have a self-evaluation section, where participants can test their knowledge. At the same time, we are also pursuing the possibility of evaluation through practical elements, such as case studies, at the face-to-face session.

## **CERTIFICATIONS**

Each organizing institution will grant educators certificates.

## **OPEN CALL**

We will inform the target group by posting announcements on the internal network of the university incubators personnel, on the teacher information groups, on platforms intended for academic and business members, on groups for students, and on social media.

## Delivery Method

To be trained, educators will have at their disposal an interactive e-learning and training platform.

On this e-learning platform, all 6 modules will be presented interactively, using tools such as:

- ✓ MOOC and other interactive material,
- ✓ Text documents,
- ✓ PDF presentations,
- ✓ Video tutorials,
- ✓ Exercises for self-assessment;
- ✓ Quizzes;
- ✓ Questionnaire,
- ✓ databases of the digital innovation and digital entrepreneurship ecosystem,
- ✓ external links to other sources
- ✓ forums for discussion.

The e-learning activities will not have a strict schedule, so that educators will create an account, log in and go through the materials according to their own schedule (in range of April 20 to May 20), as a self-assessment tool for enhancing digital skills.

## Division of tasks among partners

To complete PR2/A2 each partner prepares material related to one of the modules according to the table below and all the module materials can be found in Appendix 1:

Partner	Topic of the uploaded material
<b>CREATEHUB</b>	Business creation; Innovation mind-set; Start-up businesses.
<b>ICEBERG</b>	Technology transfer; Intellectual property; Business strategy; International management
<b>UoM</b>	Digital entrepreneurship fundamentals; Technological innovation utilization; ICT/digital skills and tools needed for trainers
<b>Kinno</b>	Open Innovation; Innovation Management; Business modeling; Strategic planning; Business incubation; Innovative ecosystem and networks
<b>UMFST</b>	Leadership; Creative thinking; Mind mapping; Agile methodologies; Design thinking
<b>CUE</b>	Groups facilitation; Group dynamics; Experiential learning



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### **Quality review Section**

For the quality review, the material was sent to the team, revised and improved. After an internal check, feedback was requested from colleagues who are not involved in the project, they were asked to check and give feedback. Received feedback was collected and analyzed, and the material was improved accordingly.

Each educational material created has been verified using the Ithenticate plagiarism detection platform <https://www.ithenticate.com/>. All materials obtained a similarity index below the 7% limit.



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## Appendix 1. Module template

First page:



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Title of the material

Scope

-----Content-----

**[MATERIAL TITLE] INFUSSE EDUCATORS' TRAINING PATH**

Following pages:

-----Content-----

**[MATERIAL TITLE] INFUSSE EDUCATORS' TRAINING PATH**



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**[MATERIAL TITLE] INFUSSE EDUCATORS' TRAINING PATH**